

Wilson Area School District Planned Course Guide

Title of planned course: Grade 4 Social Studies - Pennsylvania History

Subject Area: Social Studies

Grade Level: 4th

Course Description: Pennsylvania History and Geography

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Michael Greene

Curriculum Map

August / September: PA Geography: Chapter 1 and Chapter 2 of textbook.

- PA Landforms and River Systems
- Climate
- Resources(Renewable vs. Nonrenewable)
- US Regions/PA Regions, Types of Regions
- Map Skills: Elevation Maps, Using Latitude and Longitude, Compass, Regions of PA, Regions of US, and World Map

October: Finish PA Geography: Chapter 2/Begin PA Native Americans: Chapter 3

- First Americans(Theories)
- Woodland Indians: Lenape and Susquehannock
- Other PA Native Americans

November: Finish PA Native Americans: Chapter 3

- First Americans(Theories)
- Woodland Indians: Lenape and Susquehannock
- Other PA Native Americans
- Map Skills: Hemispheres and Western Expansion

December: Begin PA Colonial History: Chapter 4

- European Exploration and Settlement(with focus on PA)
- Map Skills: Time Lines and Map Scale

January: Finish PA Colonial History: Chapter 5

- French and Indian War
- American Revolution
- Map Skills: Bar and Line Graphs

February: Begin 19th Century PA History: Chapter 6

- Establishing a government
- Transportation/Industry
- Map Skills: Circle and Line Graphs

March: Continue 19th Century PA History: Chapter 7

- Abolition and Equal Rights
- Civil War
- Map Skills: Temperature Map

April: Tales of the Towpath

- Connect to local industry, transportation, and growth

May/June: Finish Tales of the Towpath and Government: Chapter 10

- Local, State, and Federal Government
- Map Skills: Census

Wilson Area School District Planned Course Materials

Course Title: Pennsylvania History Grade 4

Textbook: Our Pennsylvania

Supplemental Books: Tales of the Towpath

Teacher Resources:

- Student newspapers/magazines
- Websites
- District shared documents
- Tales of the Towpath resources

Curriculum Scope & Sequence

Planned Course: Pennsylvania History Grade 4

Unit: Pennsylvania Geography

Time frame: 4-6 weeks

State Standards:

- 5.1.4.F Identify state symbols, national symbols, and national holidays.
- 6.1.4.B Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.
- 7.1.4.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.4.B Describe and locate places and regions as defined by physical and human features.
- 7.2.4.A Identify the physical characteristics of places and regions.
- 7.2.4.B Identify basic processes that affect the physical characteristics of places and regions.
- 7.3.4.A Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities.
- 7.4.4.A Identify the effect of the physical systems on people within a community.
- 7.4.4.B Identify the effect of people on the physical systems within a community
- 8.1.4.A Identify and describe how geography and climate have influenced continuity and change over time.
- 8.2.4.B Locate historical documents, artifacts, and places critical to Pennsylvania history.

Essential content/objectives: At end of the unit, students will be able to:

- Name and locate geographic regions of US and PA
- Name and describe landforms, regions, river systems and mountain ranges in Pennsylvania
- Describe and compare the climate of Pennsylvania to that of other regions
- Describe the natural resources found in Pennsylvania and the economic impact natural resources have on our state
- Utilize maps and other tools to understand the geography of Pennsylvania (landforms, river systems, cities and counties)
- Identify state symbols for PA

Core Activities: Students will complete/participate in the following:

- Reading and discussion of Chapter 1 and 2 in textbook
- Worksheets on unit content and map activities
- Complete outlines/study guides on chapter 1 and 2 content
- Map activities:
 - Latitude and Longitude
 - Using a Compass
 - World Map Continents and Oceans
 - Regions of PA
 - Six Regions of US

Remediation:

- Assign peer helpers
- Scaffolded reading

Instructional Methods:

- Whole class lessons
- Small group activities
- Independent practice

Materials & Resources:

- Textbook and other text resources
- Study guide(In Shared Folder)
- Teacher-made materials (assessments, outlines, etc.)

Assessments:

- Tests(Google Form in Shared Folder)
- Reports
- Projects
- Observation

Curriculum Scope & Sequence

Planned Course: Pennsylvania History Grade 4

Unit: Pennsylvania Native Americans

Time frame: 4-6 weeks

State Standards:

- 6.1.4.A Identify scarcity of resources in a local community.
- 7.2.4.A Identify the physical characteristics of places and regions.
- 7.2.4.B Identify the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.4.A Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities.
- 7.4.4.A Identify the effect of the physical systems on people within a community.
- 7.4.4.B Identify the effect of people on the physical systems within a community.
- 8.2.4.A Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.
- 8.2.4.B Locate historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.4.C Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, and Social organizations.
- 8.2.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania: Ethnicity and race, Working conditions, Immigration, Military conflict, and Economic stability.

Essential content/objectives: At end of the unit, students will be able to:

- Describe the first Native Americans way of life.
- Identify, describe, compare and contrast PA native cultures

Core Activities: Students will complete/participate in the following:

- Reading and discussion of textbook Chapter 3
- Worksheets/outlines/study guides on Lenape and Susquehannok Native Americans as well as other PA Native Americans
- Map Skills
 - Hemispheres
 - Westward Expansion

Extensions:

- Independent research/projects
- Publisher website
- Webquest

Remediation:

- Assign peer helpers
- Scaffolded reading

Instructional Methods:

- Whole class lessons
- Small group activities
- Independent practice

Materials & Resources:

- Textbook and other text resources
- Study guide (In Shared Folder)
- Teacher-made materials (assessments, outlines, etc.)

Assessments:

- Tests (In Shared Folder)
- Reports
- Projects
- Observation

Curriculum Scope & Sequence

Planned Course: Pennsylvania History Grade 4

Unit: Pennsylvania Colonial History

Time frame: 4-6 weeks

State Standards:

- 5.1.4.D Identify key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, and Pennsylvania Constitution
- 6.4.4.B Explain why nations trade.
- 7.2.4.A Identify the physical characteristics of places and regions.
- 7.2.4.B Identify the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.4.A Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities.
- 7.4.4.A Identify the effect of the physical systems on people within a community.
- 7.4.4.B Identify the effect of people on the physical systems within a community.
- 8.2.4.A Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.
- 8.2.4.B Locate historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.4.C Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, and Social organizations.
- 8.2.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania: Ethnicity and race, Working conditions, Immigration, Military conflict, and Economic stability.
- 8.3.4.A Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
- 8.3.4.B Locate historical documents, artifacts, and places critical to United States history.
- 8.3.4.C Explain how continuity and change in U.S. history have influenced personal development and identity: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, and Social organizations.
- 8.3.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States: Ethnicity and race, Working conditions, Immigration, Military conflict, and Economic stability.
- 8.4.4.A Differentiate common characteristics of the social, political, cultural, and economic groups in world history.
- 8.4.4.B Locate historical documents, artifacts, and sites, which are critical to World history.
- 8.4.4.C Explain how continuity and change in world history have influenced personal development and identity.: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, and Social organizations.

Essential content/objectives: At end of the unit, students will be able to:

- Identify European exploration and settlement in PA/Delaware Bay area
- Describe Quaker beliefs and William Penn's plan for the PA colony
- Describe colonial life in PA (i.e. industry, immigrants, famous colonial Pennsylvanians, and the significance of Philadelphia in colonial history)
- Summarize PA's role through the Revolutionary War era. (political, economic, and cultural)

Core Activities: Students will complete/participate in the following:

- Reading and discussion of textbook Chapter 4
- Worksheets on William Penn and colonial life
- Complete and create outlines and study guides for the Chapter 4 text
- Map Skills
 - Map Scale
 - Timelines I
 - Timelines II
 - Colonization and the Walking Purchase
 - Bar and Line Graphs

Extensions:

- Independent research/projects
- Publisher website
- Webquest

Remediation:

- Assign peer helpers
- Scaffolded reading

Instructional Methods:

- Whole class lessons
- Small group activities
- Independent practice

Materials & Resources:

- Textbook and other text resources
- Study Guide in Shared Folder
- Teacher-made materials (assessments, outlines, etc.)

Assessments:

- Tests (In Shared Folder)
- Reports
- Projects
- Observation

Curriculum Scope & Sequence

Planned Course: Pennsylvania History Grade 4

Unit: Nineteenth Century PA History and Birth of a Nation

Time frame: 12 weeks

State Standards:

- 6.1.4.A Identify scarcity of resources in a local community.
- 6.1.4.C Illustrate what individuals or organizations give up when making a choice.
- 6.1.4.D Explain what influences the choices people make
- 6.2.4.A Explain how a product moves from production to consumption.
- 6.2.4.B Determine how sellers compete with one another.
- 6.2.4.D Explain the role of buyers and sellers in determining prices of products.
- 6.2.4.E Explain why local businesses open and close.
- 6.2.4.F Describe the role of a private economic institution in the local community.
- 6.4.4.A List and explain factors that promote specialization and division of labor.
- 6.4.4.B Explain why nations trade.
- 6.2.4.G Explain the three basic questions all economic systems must answer. What to produce, how, and for whom?
- 7.2.4.A Identify the physical characteristics of places and regions.
- 7.2.4.B Identify the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.4.A Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities.
- 7.4.4.A Identify the effect of the physical systems on people within a community.
- 7.4.4.B Identify the effect of people on the physical systems within a community.
- 8.1.4.A Identify and describe how geography and climate have influenced continuity and change over time.
- 8.1.4.B Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.
- 8.2.4.A Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.
- 8.2.4.B Locate historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.4.C Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, and Social organizations.
- 8.2.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania: Ethnicity and race, Working conditions, Immigration, Military conflict, and Economic stability.
- 8.3.4.A Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
- 8.3.4.B Locate historical documents, artifacts, and places critical to United States history.

- 8.3.4.C Explain how continuity and change in U.S. history have influenced personal development and identity: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, and Social organizations.
- 8.3.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States: Ethnicity and race, Working conditions, Immigration, Military conflict, and Economic stability.
- 8.4.4.B Locate historical documents, artifacts, and sites, which are critical to World history.
- 8.4.4.C Explain how continuity and change in world history have influenced personal development and identity.: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, and Social organizations.

Essential content/objectives: At end of the unit, students will be able to:

- Describe the key role Philadelphia played in our country's early history
- Draw conclusions on advances in transportation focusing on the significance of canals as related to local history
- Relate and describe the growth of PA's industries with population growth
- Differentiate life on PA's farms to that in PA industrialized cities
- Describe PA's role in the Civil War era

Core Activities: Students will complete/participate in the following:

- Reading and discussion of Chapter 6 text and Tales of the Towpath
- Exploring materials contained in Tales of the Towpath curriculum
- Complete Worksheets on how the government was established
- Complete and create outlines and study guides on transportation and industry
- Map Skills:
 - Circle and Line Graphs I
 - Circle and Line Graphs II
 - Temperature Map

Extensions:

- Field Trip(s)
- Independent research/projects
- Publisher website
- Webquests

Remediation:

- Assign peer helpers
- Scaffolded reading

Instructional Methods:

- Whole class lessons
- Small group activities
- Independent practice

Materials & Resources:

- Textbook and other text resources
- Study guide (In Shared Folder)
- Teacher-made materials (assessments, outlines, etc.)
- Tales of the Towpath materials

Assessments:

- Test (In Shared Folder)
- Reports
- Projects
- Observation

Curriculum Scope & Sequence

Planned Course: Pennsylvania History Grade 4

Unit: Government

Time frame: 2 Weeks

State Standards:

- 5.1.4.C Explain the principles and ideals shaping local and state government. Liberty / Freedom, Democracy, Justice, and Equality.
- 5.1.4.D Identify key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.
- 5.2.4.A Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.
- 5.2.4.C Describe the roles of leadership and public service in school, community, state, and nation.
- 5.2.4.D Describe how citizens participate in school and community activities.
- 5.3.4.A Identify the roles of the three branches of government.
- 5.3.4.B Describe how the elected representative bodies function in making local and state laws.
- 5.3.4.C Identify the services performed by local and state governments.
- 5.3.4.D Identify positions of authority at the local and state, and national level.
- 5.3.4.E Explain the voting process.
- 6.3.4.A Explain how the government responds to social needs by providing public goods and services.
- 6.3.4.B Describe the impact of government involvement in state and national economic activities.
- 6.3.4.C Explore ways in which tax revenues are used in the local community.
- 6.4.4.A List and explain factors that promote specialization and division of labor.

Essential content/objectives: At end of the unit, students will be able to:

- Identify the role of local government.
- Describe the different types of local government.
- Identify and describe the three branches of government at the state and national levels

Core Activities: Students will complete/participate in the following:

- Reading and discussion of Chapter 10 in textbook and Tales of the Towpath
- Worksheets on the role of local government and three branches of government
- Create and complete outlines/study guides
 - Map Skills:
 - Census

Extensions:

- Field Trips
- Independent research/projects
- Publisher website
- Webquest

Remediation:

- Assign peer helpers
- Scaffolded reading

Instructional Methods:

- Whole class lessons
- Small group activities
- Independent practice

Materials & Resources:

- Textbook and other text resources
- Study guide (In Shared Folder)
- Teacher-made materials (assessments, outlines, etc.)
- Tales of the Towpath materials

Assessments:

- Test (In Shared Folder)
- Reports
- Projects
- Observation

Standards to be met with cross curricular activities:

- 5.1.4.B Explain rules and laws for the classroom, school, community, and state. (First week of school: tie into making rules for the classroom and reviewing school rules).
- 5.2.4.B Describe the sources of conflict and disagreement and different ways conflict can be resolved.(Second Step)
- 5.3.4.F Explain how different perspectives can lead to conflict. (Second Step)
- 5.3.4.G Identify individual interests and explain ways to influence others. (Persuasive Texts/Writing ELA)
- 6.2.4.C Differentiate between monetary and non-monetary incentives in advertising. (Persuasive Texts/Writing ELA)
- 8.1.4.C Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research) ELA/Soc. St./Science
- 6.5.4.B Identify the requirements for different careers and occupations. (Career Day and CAMA)